DOCUMENT RESUME

ED 167 493 SP 013 444

AUTHOR	Holland, Robert L., Ed.; Drummond, Herbert E., Ed.
TITLE	A Self-Appraisal Checklist for Physical Education in Ohio's Elementary Schools.
INSTITUTION	Ohio Association for Health, Physical Education, and Recreation, Columbus.; Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
PUB DATE	Jul 78
NOTE	17p.
AVAILABLE FROM	Ohio Department of Education, 65 S. Front St., Room 815, Columbus, Ohio 43215 (free)
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Checklists; Class Management; Curriculum Evaluation; *Elementary Education; *Evaluation Criteria; Personnel Evaluation; *Physical Education; Physical Education Facilities; Program Administration; *Program Design; *Program Evaluation; Program Improvement; Self Evaluation

ABSTRACT

The purpose of the self-appraisal checklist is to assist school personnel in their endeavors to improve the elementary school program of physical education. The checklist is organized into eight major categories that represent essential aspects of an elementary school program: philosophy, organization and administration, class management, the staff, the curriculum, facilities and equipment, cocurricular activities, and evaluation. The objective of the checklist is to assist personnel in surveying and assessing an existing program and, in turn, comparing it to a quality program exemplified by the checklist items. A score comparison chart is provided at the end. (DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

ED167493

JAN 11 12 57 PM '79

A Self-Appraisal Checklist for Physical Education in Ohio's Elementary Schools

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert L. Holland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Division of Elementary and Secondary Education
Ohio Department of Education
Columbus, 1978

in cooperation with
The Ohio Association for Health, Physical Education, and Recreation

SP013 444

NOV 3 1978

State Board of Education

Everett L. Jung, M.D., Hamilton, President
Martha W. Wise, Elyria, Vice-President
Martha B. Agler, Columbus
William M. Baker, Madison
Wallace E. Blake, Zanesville
Walter A. Burks, Jr., Cleveland
Thaddeus Garrett, Jr., Akron
Susan D. George, Canton
Richard C. Glowacki, Toledo
Robert W. Grosser, Strongsville
William M. Judd, Cincinnati
Thomas A. Kelty, Poland
Robert A. Lyons, Sr., Dayton
Roy D. McKinley, Coshocton
John R. Meckstroth, Cincinnati
Ward M. Miller, Portsmouth
Anthony Russo, Mayfield Heights
Ruth S. Schildhouse, Columbus
Wayne E. Shaffer, Bryan
Cecil M. Sims, Piqua
Robert W. Walker, Adena
Robert E. Williams, Xenia

FRANKLIN B. WALTER
Superintendent of Public Instruction
VIRGINIA L. KUNKLE
Assistant Superintendent, Instruction
M. HERMAN SIMS
Director, Division of
Elementary and Secondary Education
ROBERT L. HOLLAND
Assistant Director
Related Fields Section
HERBERT E. DRUMMOND
Consultant, Physical Education

Ohio Department of Education July 1978
Division of Elementary and Secondary Education
65 South Front Street, Columbus, Ohio 43215

Introduction

The purpose of this self-appraisal checklist is to assist Ohio school personnel in their endeavors to improve the elementary school program of physical education. The checklist was prepared by the Ohio Association for Health, Phyical Education and Recreation in cooperation with the Ohio Department of Education, Division of Elementary and Secondary Education.

The checklist is organized into eight major categories which represent essential aspects of an elementary physical education program. While the organization of the program, extent of facilities and activities available, staffing patterns, and other components of the program may vary widely among schools, the categories are represented to some degree in each school's program. The checklist, therefore, can be useful to personnel in any elementary school in surveying and assessing its existing program and, in turn, comparing it to a quality program exemplified by the checklist items.

How To Use This Checklist

The Self-Appraisal Checklist for Physical Education in Ohio's Elementary Schools contains 121 items. Each item represents a criterion against which a school's program can be judged. Evaluative criteria are presented in the form of statements which describe attributes of school physical education programs. Each statement sets forth a condition which is deemed highly desirable for a quality program. The evaluator should read carefully each statement and determine as objectively as possible the extent to which the statement describes the school's program. This appraisal should be recorded by indicating the extent to which the evaluator believes that the statement describes the school's program. This extent is indicated by circling:

4. if the evaluator *strongly agrees* that the statement describes the program
3. if the evaluator *agrees* that the statement describes the program
2. if the evaluator is *undecided*
1. if the evaluator *disagrees* that the statement describes the program
0. if the evaluator *strongly disagrees* that the statement describes the program

A 4 rating for an item suggests that the stated attribute of the school's program is very satisfactory; a 3 rating indicates the attribute is satisfactory. A 2 rating may identify an aspect of the program which is borderline between satisfactory and unsatisfactory. A 1 rating suggests a need for program improvement; and an 0 indicates that the stated attribute is missing from the program.

A *possible score* is given for each category and for the total program, based upon a 4 rating for each statement. The *actual score* is the total of the ratings given by the evaluator and should be compared to the *possible score* to determine the status of each category and of the total program. The "Summary of Scores" and "Score Comparison Chart" should be used to make these comparisons.

When the checklist has been completed, needed program improvements should be identified on the basis of discrepancies between actual scores and possible scores. These needed improvements should be listed by categories. The list may then give direction to continuing efforts toward improving the quality of the physical education program.

I. Philosophy

Possible Score — 112 points
Actual Score — points

Circle appropriate response

4 = Strongly agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly disagree

1. There exists and is available to all staff members a clear, written statement of the philosophy and principles upon which the physical education program is based.	**4**	**3**	**2**	**1**	**0**
2. The physical education program is regarded as an integral part of the school's total education program.	**4**	**3**	**2**	**1**	**0**
3. The objectives of the physical education program include well-defined outcomes for each learning experience which contributes to the development of the whole child. These objectives include specific outcomes in the areas of:	**4**	**3**	**2**	**1**	**0**
a. Knowledge and understanding (Cognitive).	**4**	**3**	**2**	**1**	**0**
b. Motor skills (Psychomotor).	**4**	**3**	**2**	**1**	**0**
c. Feelings and appreciations (Affective).	**4**	**3**	**2**	**1**	**0**
4. The planned learning experiences in the physical education program are based on the principles of child growth and development.	**4**	**3**	**2**	**1**	**0**
5. The characteristics (abilities, interests, and needs) of elementary school pupils are considered when determining the scope and sequence of the program.	**4**	**3**	**2**	**1**	**0**
6. The program provides learning experiences which help the child: (Cognitive)					
a. To understand the body in relation to the elements of movement (force, flow, time, space), laws of motion, and principles of movement.	**4**	**3**	**2**	**1**	**0**
b. To understand the role of physical activity in improving and maintaining strength, flexibility, and endurance.	**4**	**3**	**2**	**1**	**0**
c. To understand the role of physical activity in promoting, maintaining, and improving emotional and physical health.	**4**	**3**	**2**	**1**	**0**
d. To understand the fundamentals of movement patterns, stunts and tumbling, rhythms and dance, and the skills of games and sports.	**4**	**3**	**2**	**1**	**0**

e. To understand rules involved in games and sports.	4	3	2	1	0
f. To understand techniques and strategies of games and sports.	4	3	2	1	0
g. To understand the safety aspects involved in physical activity.	4	3	2	1	0
(Psychomotor)					
a. To be able effectively to perform movement patterns and skills of sports, games, and dance.	4	3	2	1	0
b. To engage in activities which will improve and maintain agility, flexibility, coordination, strength, and general physical fitness.	4	3	2	1	0
c. To engage in physical activities which help develop one's physical, mental, social, and emotional well-being.	4	3	2	1	0
d. To follow rules in games and sports.	4	3	2	1	0
e. To demonstrate understanding of techniques in sports.	4	3	2	1	0
f. To follow safety principles in all activities.	4	3	2	1	0
(Affective)					
a. To appreciate the human body in movement.	4	3	2	1	0
b. To develop desirable attitudes toward physical fitness.	4	3	2	1	0
c. To appreciate the role of physical activity in promoting, maintaining, and improving emotional and physical health.	4	3	2	1	0
d. To appreciate skilled performance.	4	3	2	1	0
e. To appreciate the need for rules.	4	3	2	1	0
f. To appreciate the strategy and technique of game play.	4	3	2	1	0
g. To show regard for the safety of all participants in activity.	4	3	2	1	0

II. Organization and Administration

Possible Score — 76 points
Actual Score — points

Circle appropriate response

4 = Strongly agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly disagree

1. All students are enrolled in physical education classes and participate regularly in an instructional program of activity.	**4**	**3**	**2**	**1**	**0**
2. Physical activity is neither denied nor imposed as punishment by any teacher.	**4**	**3**	**2**	**1**	**0**
3. Modified experiences are provided for children who are temporarily restricted from participating in a regular program of physical education.	**4**	**3**	**2**	**1**	**0**
4. Exclusion from the physical education program is allowed only upon a physician's request. This request includes a statement about the child's condition and denotes a specific period of time for exclusion. The child's case must be reviewed by the physician and school personnel before the student is permitted to return to class.	**4**	**3**	**2**	**1**	**0**
5. A child's adapted program has been approved by a physician.	**4**	**3**	**2**	**1**	**0**
6. Pupils are scheduled for physical education in a manner which is not detrimental to their development and which takes into account their needs, interests, and abilities.	**4**	**3**	**2**	**1**	**0**
7. Pupils are provided coeducational experiences at all levels.	**4**	**3**	**2**	**1**	**0**
8. Instructional activities are planned in a developmental progression, according to an accepted curriculum guide.	**4**	**3**	**2**	**1**	**0**
9. Lesson plans for daily instruction are readily available.	**4**	**3**	**2**	**1**	**0**
10. The specific objectives of the daily activities are clearly stated.	**4**	**3**	**2**	**1**	**0**
11. A system of evaluation is used to report pupil progress.	**4**	**3**	**2**	**1**	**0**
12. The evaluation is consistent with objectives of the program.	**4**	**3**	**2**	**1**	**0**

13. Hazards relating to the following have been eliminated:					
a. Facilities	**4**	**3**	**2**	**1**	**0**
b. Equipment	**4**	**3**	**2**	**1**	**0**
c. Activities	**4**	**3**	**2**	**1**	**0**
d. Teaching methods	**4**	**3**	**2**	**1**	**0**
14. An accident policy has been developed which includes procedures for the following:					
a. Accident prevention	**4**	**3**	**2**	**1**	**0**
b. First aid	**4**	**3**	**2**	**1**	**0**
c. Reporting plan	**4**	**3**	**2**	**1**	**0**

III. Class Management

Possible Score — 40 points
Actual Score — points

Circle appropriate response

4 = Strongly agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly disagree

1. Class sizes are kept to a minimum with no more than 30-35 students assigned to one teacher.	**4**	**3**	**2**	**1**	**0**
2. Teacher load, including class instruction and extra-curricular responsibilities, does not exceed 6½ clock hours per day or 300 students per day.	**4**	**3**	**2**	**1**	**0**
3. The daily class period arrangement includes the following:					
a. Adequate time for changing clothes	**4**	**3**	**2**	**1**	**0**
b. Instructional program of 20 minutes minimum (K-1)	**4**	**3**	**2**	**1**	**0**
c. Instructional program of 30 minutes minimum (2-4)	**4**	**3**	**2**	**1**	**0**
d. Instructional program of 35 minutes minimum (5-6).	**4**	**3**	**2**	**1**	**0**
4. Students share in planning activities.	**4**	**3**	**2**	**1**	**0**
5. Appropriate teaching aids (films, slides, charts, models) are used when applicable.	**4**	**3**	**2**	**1**	**0**
6. Pupils and instructors are appropriately attired for all class work. (Wearing apparel is suitable for *physical* and *psychological* freedom of movement.)	**4**	**3**	**2**	**1**	**0**
7. Pupil leadership is developed and utilized by providing opportunities for leading, coaching, planning, and managing.	**4**	**3**	**2**	**1**	**0**

IV. The Staff

Possible Score — 44 points
Actual Score — ____ points

Circle appropriate response

4 = Strongly agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly disagree

1. The teacher in charge of the physical education program accepts responsibility for the following:					
a. Planning	**4**	**3**	**2**	**1**	**0**
b. Establishing and maintaining positive pupil-teacher relationships	**4**	**3**	**2**	**1**	**0**
c. Developing and implementing the physical education curriculum	**4**	**3**	**2**	**1**	**0**
d. Using a variety of teaching methods	**4**	**3**	**2**	**1**	**0**
e. Maintaining positive relationships with other teachers, administrators, and parents	**4**	**3**	**2**	**1**	**0**
f. Being a resource person for the classroom teacher	**4**	**3**	**2**	**1**	**0**
g. Participating in school and community events	**4**	**3**	**2**	**1**	**0**
h. Correlating physical education with other subjects	**4**	**3**	**2**	**1**	**0**
2. The teacher follows a plan for personal and professional growth through participation in graduate work, workshops, and conferences.	**4**	**3**	**2**	**1**	**0**
3. The school or school system has a definite, well-organized inservice education program for improving the quality of instruction in the physical education classes.	**4**	**3**	**2**	**1**	**0**
4. Teachers show great concern for the work and dignity of all pupils.	**4**	**3**	**2**	**1**	**0**

V. The Curriculum

Possible Score — 32 points
Actual Score — points

Circle appropriate response

4 = Strongly agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly disagree

1. The physical education curriculum includes basic movement, fundamental motor skills, stunts and tumbling, rhythms and dance, and games and sports.	**4**	**3**	**2**	**1**	**0**
2. The curriculum includes the effects of activity on the human organism.	**4**	**3**	**2**	**1**	**0**
3. The program is specifically structured around the needs, interests, and abilities of the pupils.	**4**	**3**	**2**	**1**	**0**
4. The program is as broad in scope as the facilities will permit.	**4**	**3**	**2**	**1**	**0**
5. There is an annual evaluation of the instructional program, using current data and criteria.	**4**	**3**	**2**	**1**	**0**
6. A course of study committee gives annual consideration to needed revisions in the program and makes appropriate adjustments.	**4**	**3**	**2**	**1**	**0**
7. The course of study is formally revised at least every five years.	**4**	**3**	**2**	**1**	**0**
8. There is a definite sequential program from year to year, and progression is indicated within each year's program.	**4**	**3**	**2**	**1**	**0**

VI. Facilities and Equipment

Possible Score — 108 points
Actual Score — ____ points

Circle appropriate response

4 = Strongly agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly disagree

1. Indoor and outdoor facilities are designed to be used by school, community, and recreation groups.	**4**	**3**	**2**	**1**	**0**
2. The outdoor area is properly surfaced, graded, drained, enclosed, and free from hazards.	**4**	**3**	**2**	**1**	**0**
3. The outdoor area is adjacent to the school building and is large enough to provide for the program.	**4**	**3**	**2**	**1**	**0**
4. The gymnasium and auxiliary indoor teaching stations meet the following criteria: floors properly painted with lines, free of safety and health hazards, ceilings at least 20 feet high, and sufficient adjacent storage space.	**4**	**3**	**2**	**1**	**0**
5. The gymnasium is used primarily as a physical education facility.	**4**	**3**	**2**	**1**	**0**
6. Sufficient gymnasium space is provided to enable the school to schedule physical education for a minimum of two periods per week per pupil.	**4**	**3**	**2**	**1**	**0**
7. Dressing areas meet the following conditions.					
a. Dressing, shower, and toilet facilities are clean, sanitary, and in good working order.	**4**	**3**	**2**	**1**	**0**
b. There is one shower head for each four students during the peak load.	**4**	**3**	**2**	**1**	**0**
c. There are adequate benches, mirrors, and toilets in the dressing room.	**4**	**3**	**2**	**1**	**0**
d. There are facilities for each pupil to be assigned a locker for storing street clothes.	**4**	**3**	**2**	**1**	**0**
e. A satisfactory towel system that meets good hygienic and sanitary standards is used.	**4**	**3**	**2**	**1**	**0**
8. *There is adequate equipment available, such as the following:					
a. Climbing apparatus	**4**	**3**	**2**	**1**	**0**
b. Balancing apparatus	**4**	**3**	**2**	**1**	**0**
c. Vaulting apparatus	**4**	**3**	**2**	**1**	**0**

d. Mats	4	3	2	1	0
e. Standards or attachments for nets	4	3	2	1	0
f. Cabinets for storing supplies	4	3	2	1	0
g. Record players	4	3	2	1	0
9. *Supplies are available in quantities which permit active participation of all students. Supplies available include the following:					
a. Jump ropes	4	3	2	1	0
b. Phonograph records	4	3	2	1	0
c. Balls	4	3	2	1	0
d. Paddles	4	3	2	1	0
e. Clubs	4	3	2	1	0
f. Bats	4	3	2	1	0
g. Bean bags	4	3	2	1	0
h. Hoops	4	3	2	1	0
i. Other	4	3	2	1	0

**(See Minimum Standards for Ohio Elementary Schools, Revised, 1970, for other suggestions.)*

VII. Co-curricular Activities

Possible Score — 16 points
Actual Score — _____points

Circle appropriate response

4 = Strongly agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly disagree

1. Extracurricular activities are an outgrowth of the instructional program.	4	3	2	1	0
2. A comprehensive program of intramural activities is provided for all pupils.	4	3	2	1	0
3. Opportunities are provided for participation in noncompetitive intramural activities (rhythms and dance, rope jumping, and marching).	4	3	2	1	0
4. Demonstration, playdays, and sports days are correlated with other school activities.	4	3	2	1	0

VIII. Evaluation

Possible Score — 56 points
Actual Score — points

Circle appropriate response

4 = Strongly agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly disagree

(Pupil)

1. There is a system for reporting pupil progress.	4	3	2	1	0
2. The report of student progress is consistent with the objectives of the physical education program and the total school program.	4	3	2	1	0
3. A variety of tests and instruments are used to evaluate students formally and informally:	4	3	2	1	0
a. Tests — skill, fitness, knowledge (subjective or objective).	4	3	2	1	0
b. Conferences with students.	4	3	2	1	0
c. Observation of changes in behavior in areas of knowledge and understanding, motor skills, and feeling states.	4	3	2	1	0
4. The system of evaluation and grading is understood by all students.	4	3	2	1	0

(Curriculum)

1. There is an annual evaluation of the instructional program.	4	3	2	1	0
2. Students, administrators, faculty, and parents share in the evaluation of curriculum.	4	3	2	1	0
3. The school is making continuous efforts to upgrade its program by striving for the following:					
a. Daily instruction in physical education.	4	3	2	1	0
b. Adequate facilities and equipment.	4	3	2	1	0
c. Certificated staff in physical education.	4	3	2	1	0

(Teacher)

1. There is periodic formal evaluation of the teacher.	4	3	2	1	0
2. The purpose of the teacher evaluation is to aid in the improvement of instruction.	4	3	2	1	0

Summary of Scores

	Areas	Possible Score	Actual Score
Part I.	Philosophy	112	_____
Part II.	Organization & Administration	76	_____
Part III.	Class Management	40	_____
Part IV.	The Staff	44	_____
Part V.	The Curriculum	32	_____
Part VI.	Facilities and Equipment	108	_____
Part VII.	Co-Curricular Activities	16	_____
Part VIII.	Evaluation	56	_____
	Totals	484	_____

Score Comparison Chart

The asterisks on the diagram below indicate the highest score possible in each category. Chart the actual score based on your evaluation to determine strong and weak areas of your school's physical education program.

Points	Philosophy	Organization and Administration	Class Management	The Staff	The Curriculum	Facilities and Equipment	Co-curricular Activities	Evaluation
120	I	II	III	IV	V	VI	VII	VIII
110	***							
100						***		
90								
80								
70		***						
60								
50								***
40			***	***				
30					***			
20								
10							***	
0								

Summary of Needed Improvements

I. Philosophy

II. Organization and Administration

III. Class Management

IV. The Staff

V. The Curriculum

VI. Facilities and Equipment

VII. Co-curricular Activities

VIII. Evaluation

Acknowledgments

The Department of Education wishes to acknowledge the guidance and contributions of the following educators in preparing this publication. The asterisk (*) indicates individuals who served on the final review and editing committee.

*Andrew Breiner
Assistant Professor
Physical Education Department
The Ohio State University

*Ruth Dauper
Physical Education Teacher
Captain A. Roth Elementary School
Cleveland Public Schools

*Herbert Drummond (Chairman)
Consultant, Physical Education
Ohio Department of Education

*Heidi Mitchell
Associate Professor
Women's Physical
Education Department
Kent State University

*Vivian Sloan
Physical Education Teacher
MacFarlane Middle School
Dayton Public Schools

*Gloria Towers
Supervisor
Elementary Physical Education
Cleveland Public Schools

Seymour Freedman
Director
Eastern District
Cleveland Public Schools

Harold (Hadge) Hissam
Phyical Education Specialist
Lewis Elementary School
Solon School District

Ronald Johnson
Physical Education Teacher
Adlai Stevenson Elementary School
Cleveland Public Schools

Robert Lucas
President
Wilmington College

Rudolph Memmel (Retired)
Supervisor
Health and Physical Education
Cincinnati Public Schools

Frank Perry
Principal
Rockdale Elementary School
Cincinnati Public Schools

Donald Waldrip
Consultant
Cincinnati Public Schools

Barbara Worrel (Retired)
Supervisor
Health and Physical Education
Cincinnati Public Schools

Editors:

Robert L. Holland,
Ohio Department of Education

Herbert E. Drummond
Ohio Department of Education